*Week 27 Preparing date: March …….,*

*Period 105 Teaching date: March ………,*

**Fun time 3**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- revise the spelling of five words: teacher, brother, driver, mother and worker.

- improve their speed and flexibility when checking vocabulary.

- use the target vocabulary and sentence patterns to carry out a survey.

- identify healthy and unhealthy foods.

- ***Vocabulary:*** Review

- ***Skills***: speaking, writing and listening

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 197; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 38, 39, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(3’)**  **2. Practice**  **(30’)**  **3. Homework. (2’)** | *Sing:* ***Head, shoulders, knees and toes***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Show the song on the screen.  <https://www.youtube.com/watch?v=WX8HmogNyCY>  - Ask Ss to listen, sing and dance the song.  - Say “Open your book page 38” and look at “*Fun time”.*  **Activity 1. Do the puzzle:**  ***\*Aims:*** *Ss will be able**to* *revise the spelling of five words: teacher, brother, driver, mother and worker.*  *and improve pupils’ speed and flexibility when checking vocabulary.*  **\*Procedure:**  - Have Ss look at the puzzle and ask: *Who do you see in the pictures?*  - Stick the flash cards of the words, one by one, on the board.  - Point to each word on the board, and have Ss say the word as a class.  - Point at Picture 1, elicit the word, write it in the crossword as an example.  - Ask Ss to repeat the same procedure with the other picture cues.  - Check the answers as a class.  Key:    **Activity 2**. **Quiz time**  ***\*Aims:*** *Ss will be able**to* *use the target vocabulary and sentence patterns to carry out a survey* **\*Procedure:**  -Tell Ss that each of them needs to interview three different classmates to find out their *favourite food or drinks.*  - Give Ss 10 minutes to circulate and complete their survey tables  - After Ss have interviewed their classmates and taken notes, give them another 5 to 10 minutes to prepare to share their findings.  - Invite different Ss to come to the front of the class and share their findings.  **Activity 3.**  **Circle the healthy foods.**  ***\*Aims:*** *Ss will be able to identify healthy and unhealthy foods.*  **\*Procedure:**  - T elicits the names of the foods: *apple, chips, water, rice, fish, noodles, cake.*    - Put Ss into pairs and tell them to work together to circle the healthy foods.  - Display a picture of an apple on the board.  - Ask Ss if it is *healthy or unhealthy.* When they answer correctly, write *healthy* under the picture and model it for Ss to repeat.  - Repeat the same procedure for the other foods. If a food is *unhealthy,* write unhealthy under the picture.  *Key: Ss’ own answer*  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  - Prepare the new lesson: *Unit 16, Lesson 1 (1,2,3).* | - Ss listen  - Ss sing a song  -Ss look at the puzzle and answer  - - Ss note  - Ss say the word  - Ss look and write  -Ss find the words  -Ss check their answer    -Ss listen  -Ss interview and complete the survey tables.  -Ss prepare to share their findings.  -Ss come to the front of the class and share their findings.  - Ss look, listen and answer  - Ss answer  -Ss look  -Ss listen and repeat  -Ss repeat  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………………...

*Week 27 Preparing date: March …….,*

*Period 106 Teaching date: March ………,*

**Unit 16: My pets**

**Lesson 1 (1, 2, 3)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- use the words birds, cats, parrots, rabbits in relation to the topic "Pets".

- use some and many to identify the quantity of pets

- use *Do you have any…….? – Yes, I do. / No, I don’t.* to ask and answer questions about pets

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Pets".

- ***Vocabulary:*** bird, cat, dog, parrot, rabbit, pet, any.

- ***Model sentences***:

*A:* *Do you have any cats?*

*B: Yes, I do. / No, I don’t.*

- ***Skills***: speaking and listening

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 179, 180, audio Tracks 54, 55, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 40, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(3’)**  **2. Presentation**  **(16’)**  **3.Practice: (7’)**  **4.Production: (7’)**  **5. Homework. (2’)** | *Sing:* ***Jigsaw puzzle***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide class into 4 groups: Tom, Jerry, Miu and Chit.  - Ask Ss look at the pieces of picture.    - Ask Ss go to the board and jigsaw puzzle into the correct picture.  -T checks who’s the winner?  - Say “Open your book page 40” and look at “*Unit 16, Lesson 1 (1,2,3)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in front of starting the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ cat : con mèo (picture)*  *+ dog : con chó (picture)*  *+ parrot :con vẹt (picture)*  *+ rabbit : con thỏ (picture)*  *+ bird :con chim (picture)*  *+ any : bất cứ (translation)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Matching*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on pets.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify names of the speakers in the pictures.      - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3** **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly say the words birds, parrots, rabbits, cats and use Do you have any….? – Yes, I do./ No, I don’t. to ask and answer questions about pets*  **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture a, b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  *A: Do you have any cats?*  *B: Yes, I do. / No, I don’t.*  ***\*Drill pictures***  - Elicit and check comprehension the places of school    - Run through all the pictures.  - Run through model sentences.  +Run through the question sentences  +Run through the answer sentences  - Have Ss to practise:  + T asks, Ss answer picture a  + Ss ask, T answers picture b  + Group A ask, group B answer picture c  + Group B ask, group A answer picture d  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom and point at the pictures and say the questions and answers in front of the class.  - T gives feedbacks.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to enhance the correct use of Do you have any….? − Yes, / No,….. to ask and answer questions about pets.*  **\*Procedure:**  - Have Ss look at the picture and elicit the question and the answer in context.  *+ What can you see in the picture?*  *+ How many pets are there?*    - Put Ss into groups of four.  - Tell them to ask and answer questions using *Do you have any…..? – Yes, / No,…..*  - Invite some Ss to the front of the class to ask and answer questions about their pets.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 16, Lesson 1 (4,5,6).* | - Ss listen  -Ss look at the pieces of the picture  -Ss put into the correct picture  -Ss check  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and match  -Look at the pictures and say  *+ In picture a:*  Minh says: *I have a dog. Do you have any dogs?* Lucy answers: *Yes, I do.*  *+ In picture b:* Bill: *I have two cats. Do you have any cats?* Mai answers: *No, I don’t. I have one dog.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the dialogue  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the place  - Ss look, listen and answer  *+ Picture a:*  *birds / yes*  *+ Picture b:*  *parrots / no*  *+ Picture c:*  *rabbits / yes*  *+ Picture d:*  *cats / no*  -Ss listen and repeat  -Ss practice in chorus  -Ss work in pairs to practice  -Ss point and say  -Ss listen.  -Ss look at the picture and answer  *+ I can see the pets*  *+*  *There are 4*  -Ss look and answer  -Ss work in pairs  -Ss perform in front of the class.  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………………...

*Week 27 Preparing date: March …….,*

*Period 107 Teaching date: March ………,*

**Unit 16: My pets**

**Lesson 1 (4, 5, 6)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- listen to and understand two communicative contexts in which pupils ask and answer questions about pets and tick the correct pictures.

- read and complete four target gapped dialogues with the help of the picture cues.

- sing the song My pets with the correct pronunciation and melody.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: talk about names of the pets.

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 201, 202; audio Tracks 56, 57; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 41, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Presentation: (10’)**  **3.Practice(10’)**  **4.Production(5’)**  **3. Homework. (5’)** | *Game:* ***Pass the ball***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, students in each team take turn to pass the ball. After the music ends, 3 Ss have the ball – stand up and say the name, using the sentence model.  - Say “Open your book page 41” and look at *“Unit 16, Lesson 1 (4,5,6)”.*  **Activity 1. Listen and tick:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts in which pupils ask and answer questions about pets and tick the correct pictures.*  **\*Procedure:**  - Elicit the word for the pets in each picture  - Point at the pictures respectively to explain the context.      - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1. b 2. a*  **Activity 2.**  **Look, complete and read**  ***\*Aims:*** *Ss will be able**to* *read and complete four target gapped dialogues with the help of the picture cues.*  **\*Procedure:**  - Get Ss to look at the pictures and identify the pets in the pictures.    - Have Ss look at the four dialogue and the pictures. Elicit and model with picture 1  + Ask Ss to read the sentence 1 in chorus.  + Ask them what is missing in the question (*cats).* Then have them complete the gap (*Do you have any cats?*).  -Have Ss work in pairs and complete the dialogue 2, 3, 4.  - Ask a few Ss to stand up and read the sentences aloud.  -T gives feedbacks.  *Key:*  *1. cats 2. dogs 3. have; parrots*  *4. don’t; rabbits*  **Activity 3. Let’s sing**  ***\*Aims:*** *Ss will be able to* *sing the song My pets with the correct pronunciation and melody.*  **\*Procedure:**  - Introduce the title and lyrics of the song: “*My pets*”    - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the pictures while singing.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat and point to the pictures  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **-** Practice part 5 again.  - Prepare the new lesson: *Unit 16, Lesson 2 (1,2,3).* | - Ss listen  - Ss play game  - Ss open their books  -Look at the pictures and say:  *+ Picture 1a:*  *three dogs + Picture 1b:*  *two cats*  *+ Picture 2a:*  *three rabbits*  *+ Picture 2b:*  *four parrots*  -Ss guess the answers  - Ss listen to the tape and tick  - Ss listen again, tick and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss look at the picture and say  -Ss look and answer  -Ss read  -Ss say and complete  -Ss work in pairs and complete  -Ss read aloud  - Ss listen    -Ss listen to the song  - Ss listen and repeat line by line without the action.  -Ss point to the pictures while singing  -Ss listen to melody of the song  - Ss listen and sing line by line.  - Ss sing and do actions.  + Ss work in groups (two groups) to sing.  -Ss perform in front of the class.  -Ss listen  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………………...

*Week 27 Preparing date: March …….,*

*Period 108 Teaching date: March ………,*

**Unit 16: My pets**

**Lesson 2 (1, 2, 3)**

**A. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- use some and many to identify the quantity of pets

- use *How many…..do you have? – I have……….* to ask and answer questions about the quantity of pets

- ***Vocabulary:*** goldfish, some, many, how many

- ***Model sentences***:

*A:* *How many cats do you have?*

*B: I have some*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical Thinking: talk about someone’s pets

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 203, 204; audio Tracks 58, 59, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 42, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(3’)**  **2. Presentation**  **(16’)**  **3.Practice: (7’)**  **4.Production: (7’)**  **5. Homework. (2’)** | *Game:* ***Guessing and Choosing***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - T shows 4 pictures of places and calls 4 Ss to come to the board and choose.  - T asks 4 Ss to come to the board and choose 1 picture of place and keep them in secret by covering them.  - The others will write their place in the board at their desks and keep their ides in secret.  - The Ss on the board will 1 by 1 show their pictures they chose.  - When the teacher says the word of the pictures 1 by 1 shown on the board, who has the same places will raise their board or raise their hands.  - The Ss on the board will get the same points as the numbers of Ss raising their hands.  - Say “Open your book page 42” and look at “*Unit 16, Lesson 2 (1,2,3)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in front of starting the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ goldfish : con cá vàng (picture)*  *+ some: một vài (example)*  *+ many : nhiều (example)*  *+ how many : bao nhiêu (translation)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: What and where*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat How many …..do you have? − I have….. to ask and answer questions about the quantity of pets.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.      - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the diaguage  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**. **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly say the words and use How many…..do you have? − I have….. to ask and answer questions about the quantity of pets.*  **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture a*, *b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: How many cats do you have?*  *B: I have some*  ***\*Drill pictures***  - Have Ss look at the pictures and elicit the names of the pets    - Run through all the pictures.  - Run through model sentences.  +Run through the question sentences  +Run through the answer sentences  - Have Ss to practise:  + T asks, Ss answer picture a  + Ss ask, T answers picture b  + Group A ask, group B answer picture c  + Group B ask, group A answer picture d  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and say the questions and answers in front of the class.  - T gives feedbacks.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *enhance the correct use of How many……? − I have…… to ask and answer questions about the quantity of pets.*  **\*Procedure:**  - Tell Ss about the activity  *+ What can you see in the picture?*  *+Let’s count the pets.*  *+Where are the pets?*    - Put Ss into pairs and encourage them to ask and answer questions using *How many……? − I have……*  - Invite some pairs to stand up to perform their exchanges.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 16, Lesson 2 (4,5,6).* | - Ss listen  - Ss play the game  -Ss play game  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and get to know the characters in the pictures.  *+ In picture a:* Ben says: *I have two rabbits. How many rabbits do you have?* And Lucy says: *I have many.*  *– In picture b:* Linh says: *These are my goldfish. How many goldfish do you have?* And Bill says: *I have some*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the diaguage  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat  -Ss listen and answer  *+Picture a:*  *three parrots (some)*  *+Picture b.*  *six parrots (many)*  *+Picture c.*  *three dogs (some)*  *+Picture d.*  *seven dogs (many)*  - Ss look, listen and repeat  - Ss practice in chorus  -Ss work in pairs to practice  -Ss listen  -Ss go to the board and point and say  -Ss listen  -Ss look at the picture and answer  *+*  *Three parrots, seven cats, three rabbits and seven puppies are in the garden.*  -Ss work in pairs  -Ss ask and answer  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...……………